

WESTERN WASHINGTON UNIVERSITY

	1996-99 Baseline <u>Performance</u>	2001-03 Plan <u>Target</u>	Projected Improvement from <u>Baseline</u>
<i>COMMON MEASURES</i>			
Graduation Efficiency Index			
Freshman	86.6%	87.0%	0.4
Transfers	80.5%	82.0%	1.5
Transfers graduating with a B.S. in science	71.3%	74.0%	2.7
Undergraduate retention			
Overall	85.5%	86.0%	0.5
Freshman	80.3%	82.0%	1.7
5-Year Graduation rate			
Freshman	54.0%	54.0%	0
Minority	38.4%	39.0%	0.6
<i>INSTITUTION-SPECIFIC MEASURES</i>			
Faculty productivity			
Individualized Credit/FTE Student	1.43	1.5	0.07
SCH/Undergrad FTE in writing courses	2.1	2.25	.15
Other measures			
Hours scheduled in computer labs	22.4	25.0	2.6
Departments adopting advising model	0	75%	50

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DESCRIPTION OF COMMON MEASURES

Graduation Efficiency Index: A measure of how efficiently undergraduate students complete their degrees, by taking into consideration the total number of credits earned, dropped, repeated and transferred, compared with the number required for graduation.

Undergraduate Retention: The proportion of undergraduate students who continue to be enrolled from one year to the next.

Five-year Graduation Rate: The percentage of students who begin as freshmen and graduate within five years.

DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

Individualized Credit/FTE Student: Measures the number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

SCH/Undergrad FTE in Writing Courses: Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based.

Hours Scheduled in Computer Labs: Measures the number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

Departments Adopting Advising Model: Measures the proportion of Western's academic departments that have fully implemented all elements of Western's Departmental Advising Model. Components: a) A clearly defined departmental advising program, with advisor, location, hours, etc. easily accessible and known, b) a departmental advising web page fully operational, based on the established template and criteria, c) provision of an individualized, written plan of study to each student upon declaration of the major, d) sponsorship of at least one event annually to help pre-majors decide on a major, and e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.